

VISIT...

LANZAROTE
Caliente.COM

Tutor Teaching Tips

Repeated Reading • R-5

MATERIALS

Reading
Passage:
Part 1 (2 copies)

Timing device;
Graph

Reading
Passage:
Part 2 (2 copies)

Game cards;
Game boards;
Markers

Introducing the Passage



5 minutes

Read part 1 of the passage *The Thesaurus* to provide a model of fluent reading. Read with expression at a normal reading pace, taking about one minute to read the passage.

Give the child a copy of the passage. Read the passage again, having the child read along with you. If he/she has difficulty reading along, slow the pace or read a small chunk (one or two sentences), and then have the child read that chunk with you. Continue reading smaller chunks until you and the child have read the entire passage. Read the entire passage with the child one or two more times.

Building Fluency



5–10 minutes

Have the child read the passage out loud while you time him/her for one minute. As the child reads, place a check mark on your copy of the passage over each word that he/she misreads. If the child pauses for three seconds, tell him/her the word and mark it as an error. Do not correct errors during the reading. After one minute, tell the child to stop. Circle the last word the child read. Help the child plot the number of words read on the graph. The goal is 110 words per minute with at least 90% accuracy.

Discuss errors once the child has completed the reading. Discuss word-attack strategies such as sounding out parts of words, looking for smaller words or recognizable chunks within larger words, and thinking about how the meanings of words relate to other parts of the text.

Do not exceed more than four independent readings of a passage in a single session. If the child seems to have too much difficulty, drop to a lower level during the next tutoring session.

Checking for Understanding



5 minutes

Ask the child to retell the passage. Look for detail in his/her retelling. Give the child time to respond independently. If needed, prompt with the following questions:

What does the teacher ask the students to bring in? (a thesaurus)

What does Angie think a Thesaurus is? (a dinosaur)

Where does she think the dinosaur is? (at home)

If time permits, repeat the steps above using part 2 of the passage, *The Thesaurus*.

Optional Activity



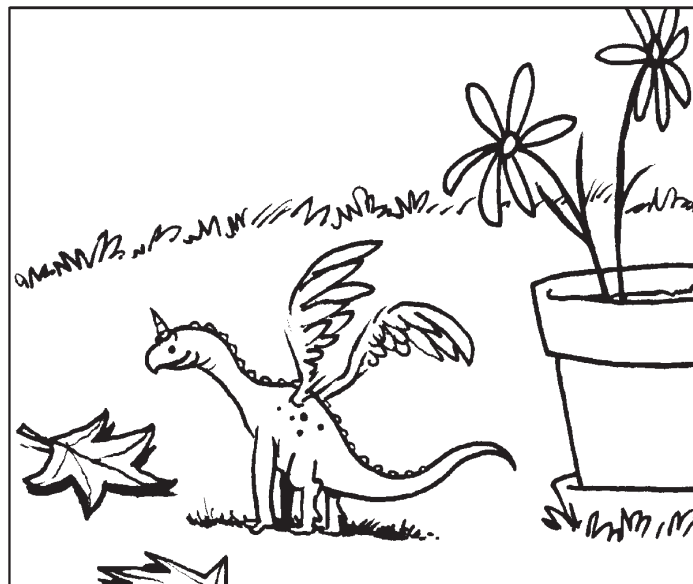
5–10 minutes

PLAYING A WORD GAME: Shuffle the game cards and stack them face-down on the table. Have the child draw a card, read the word, and give you a synonym for that word. Use a thesaurus if you would like to check answers. If the child is correct, he/she can move along the game board the number of spaces indicated on the card. If incorrect, the child cannot move. It is now your turn. Repeat the game as time permits.

Part 1

Angie Jarret was watching the leaves on a tree just outside the	12
school window when Mrs. Ellis interrupted. "Angie, did you hear	22
me? All of you need to bring a thesaurus to use in class on	36
Friday. Most of you probably have one at home, but if you	48
don't, you can borrow one from me."	55

The bell rang before Angie could reply. She was reeling with	66
what Mrs. Ellis had just said. She was supposed to bring a	78
dinosaur to school, and she probably had one at home! She	89
was trying to understand how she had missed the existence	99
of a living, breathing dinosaur. No one else seemed terribly	109
surprised. The questions began to form in her mind. How many	120
wings does a thesaurus have? Is a thesaurus an herbivore? Are	131
they tiny? Are they huge? Do they have feathers? Do they walk	143
on two feet? There was much to be discovered.	152



Part 2

Angie burst through the door and ran to her mom. "Mom! I don't	13
know if we have one, but I have to bring a dinosaur to class!"	27
"Do you mean a toy?" Mom asked.	34
"No, Mom, I have to bring a real thesaurus."	43
Mom looked like she might laugh. "Angie, I'm not sure you know	55
what a thesaurus is. Let me get it."	63
Angie's mother came back with a big book. "This is a thesaurus,"	75
Mom said. "I know it isn't what you expected, but it really is a	89
great thing to have. It has many different words for the words	101
we already know."	104
Angie looked at the book. She took it, found the word <i>dream</i> ,	116
and read all the words that meant the same. She found words	128
that led her to more words. Some sounded mysterious, and some	139
were even funny. It was almost as interesting as a dinosaur.	150

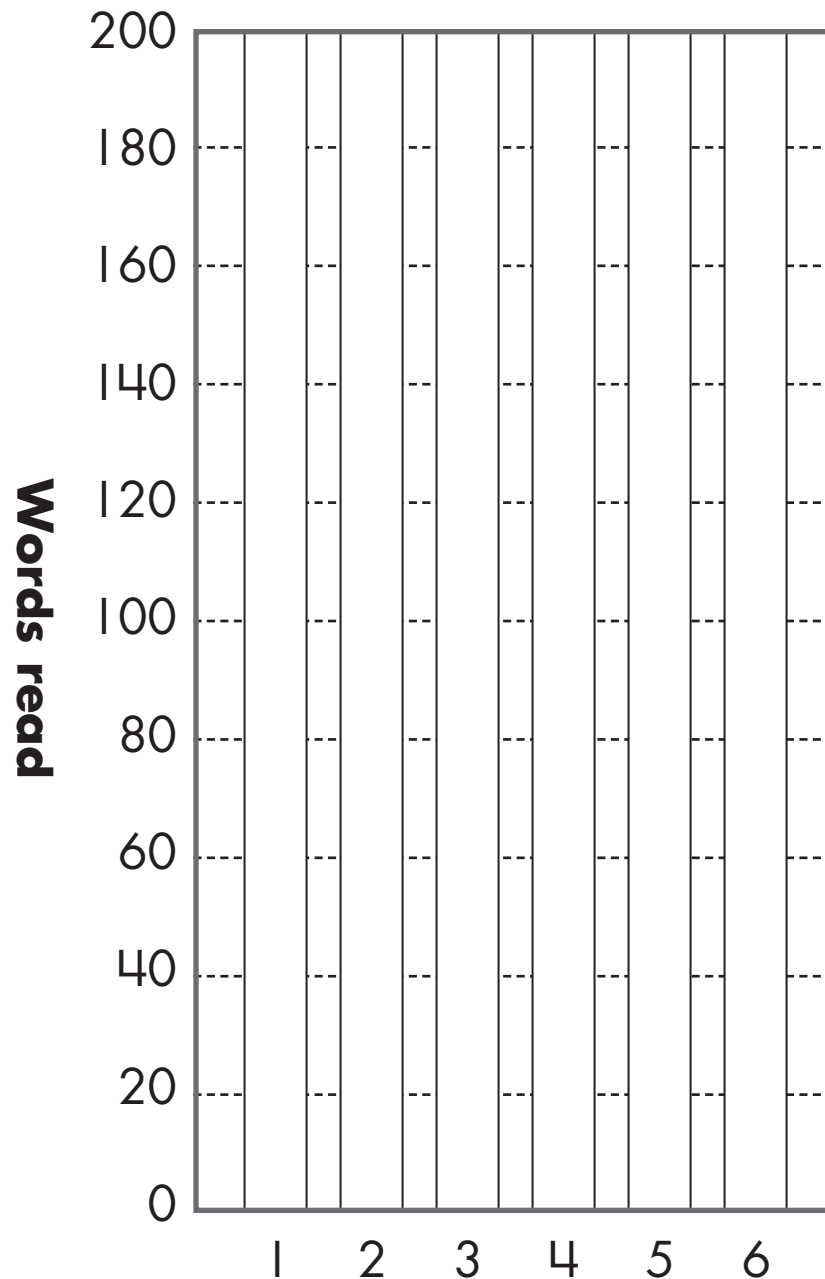


Fluency

Repeated Reading Bar Graph

Lesson R-5

Name _____ Date _____



Number of errors: _____
 1 2 3 4 5 6



reply

3

tiny

2

huge

1

burst

4

great

3

dream

5

mysterious

5

funny

3

interesting

5

run

2

watching

1

need

3

probably

4

terribly

4

surprised

3

mind

2

